

WHAT KINDERGARTENS MEAN TO MOTHERS.

By Baroness Bertha Von Bulow.

LET no woman make the fatal mistake of looking upon the kindergarten as a means of relieving her from the care and responsibility of educating her child. Every mother, and not only every mother but every woman, young or old, should learn the kindergarten method given to the world by the great and good Froebel.

My aunt, the late Baroness von Maunhollz Bulow, devoted forty years of her life to this work, and always considered the benefit was as great to the mothers as to the child. Every thoughtful mother will see the benefit to her child from the kindergartens, and will continue the work at home. My aunt was delighted as well as amazed at the wonderful success of the kindergarten in America, and wished always to come here and make the acquaintance personally of the many noble men and women who have become interested and are advancing this great foundation of education. But her health would not permit her making the voyage.

I have come as a messenger from her. I come to your country not as a great speaker, nor as a great personage, but as an earnest woman with a message. I come in the name of my aunt, whose last request was that I visit America and see in her stead the great growth of the kindergarten work in this country, and in view of this, she gave me her message to the American kindergarten workers, and particularly to the mothers of this land. I feel, however, that her forty years of devotion and labor in the great cause of education of the little ones of her own country, her efforts to elevate the condition of mothers in the lower walks of life, and her success in teaching women to look upon motherhood as a sacred trust, speaks more eloquently than any words of mine can.

The kindergarten has done so much for mothers. It has taught them how to elevate the standard not only of the child, but of the mothers, of the fathers and of the entire household. No method of education yet given to the world has done so much for the mother as the kindergarten. It is teaching mothers everywhere how much they can do and how much they must do to improve the mental, spiritual and physical conditions of their children. For generations the theory held that up to a certain age in a child only the body grew; that the mind did not develop; that it was useless to attempt to teach a child much of anything until after its sixth or seventh year. In times back the great majority of people would say: "Oh, the child is young enough to wait. He or she will learn by and by. It is not best to force the child. Nine years is plenty young enough to send the boy to school."

But all the while the child was learning in an untrained fashion what perhaps it should not have learned.

The kindergarten has changed all that. It has exploded those pernicious theories, and the mother has learned that from the very first the child's mind develops with the body, and that the very earliest training is necessary to fit the child for what comes after.

Women have been taught through the kindergarten method that no mat-education and training of their child-ter how much they have to do, they can always find some time to devote to the education and training of their children. They have been taught through the kindergarten the responsibility of motherhood, and the science of motherhood, so to speak. They have learned how much better their homes are for the influence of the kindergarten.

The kindergarten is the great factor which is rapidly changing social conditions. The interest which all educators in the civilized world are taking in the methods of the kindergarten speaks volumes for it.

The searching and reaching out of the child from its earliest infancy is satisfied by the kindergarten methods, if the mother teaches her little one properly. And not only satisfied, but this thirsting for knowledge is developed by training.

The spiritual development of the child depends on the mother. If only all women could learn the kindergarten methods there would be no crime in this world. The kindergarten has taught the mother to train her child to respect the rights of others, and this is the great secret of happiness and morality. The kindergarten is the pathway by which mothers lead their children to higher plains of education. It is the means by which the minds of the little ones are developed and strengthened to higher ideals.

The education of the child by the methods of the kindergarten is the foundation in which is established a higher patriotism, a nobler citizenship and a lovely Christianity. It is the means by which the world may become perfect.

All women should learn this method. First begin to educate in the cradle, next in the kindergarten, then comes the school, then the college and then the daily and great education of the world.

BERTHA VON BULOW.

Whom Would You Like to Resemble?

THE question, "What person of whom you have heard or read would you most like to resemble, and why?" was sent out from Stanford University to 700 girls attending certain public schools in California. It appeared from the answers that strength and bravery were the qualities most desired, and that great men rather than great women were the objects of admiration.

The woman who had charge of the investigation makes the comment that "the Zeitgeist is surely and irresistibly impelling our girls to an absorption of characteristics hitherto deemed masculine. Co-education is undoubtedly greatly accelerating this consummation." She asks, "Are we prepared to see dropping out of womanhood, because no longer emphasized, the patience and gentleness and self-sacrifice and domesticity with which our mothers sweetened our childhood?" But, we ask, is the deduction of the instructor that the gentler qualities are dropping out of womanhood justified by the premises? Have not womanly women in all ages admired strength and bravery? And have not young girls of all times been inclined to hero worship? About twenty-five years ago, before we heard of the new woman, the highest ambition of a boisterous girl was to live the life of an Indian. She delighted in books of adventure, threw away her dolls, and preferred to climb trees or take part in other boyish sports. Her gentle mother was in despair, and feared she would never be tamed. But to-day she is one of the most feminine and domestic of women—and her early experiences serve to make her the delightful companion of a group of manly boys. Another girl of that time, who often repeated the regret that she had not been a boy, is as thoroughly content now to be confined in what is called strictly "woman's sphere" as the most zealous opponent of the new woman could wish. The prayer of an old priest was, "Lord, make the boys pure and the maidens brave." And when a hearer said, "Nay, good Father, you mean make the maidens pure and the young men brave," the priest replied: "Nature has taken care of that; I meant just what I said." So, if co-education does tend to the absorption by the girls of such characteristics as strength and bravery, "hitherto deemed masculine," is there cause for regret? And is it not probable that the boys on their part may absorb some of the desirable qualities of womanhood?

To wash gloves, have ready a little new milk in one saucer and a piece of brown soap in another, and a clean cloth or towel folded two or three times. On the cloth spread out the glove smoothly and neatly. Take a piece of flannel, dip it in the milk, then rub off a good quantity of soap on to the wetted flannel, and begin to rub the glove downward toward the fingers, holding it firmly with the left hand.



The Old-Fashioned Method of Training Youngsters Before the Days of Kindergartens.